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## ABSTRACT

The purpose of this project was to develop a set of model policies, procedures, and agreements that would enhance student articulation among and between secondary and postsecondary vocational education programs. The project was divided into four phases. In the first phase, a nationwide search and review of existing articulation programs and literature was conducted. From this review, a model outline was constructed based on the following five areas of articulation: (1) counseling/orientation, (2) admission requirements, (3) granting of credit, (4) duplication of effort, and (5) job placement and follow-up. Phase 2 consisted of a series of five work sessions with support personnel, vocational center guidance personnel, and college admission and recruitment personnel which developed model articulation policies, procedures, and agreements. The third phase consisted of a series of in-service sessions with vocational faculty members to review and revise the proposed agreements. Phase four was the final compiling and editing of the articulation agreement which contains specific guidelines in each of the five areas of articulation. (Appended material includes the articulation agreement, articulation checklist, recommended planning schedule, and instruction format.) (LRA)

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ED177308

DEVELOPMENT OF MODEL POLICIES, PROCEDURES, AND AGREEMENTS  
WHICH ENHANCE STUDENT ARTICULATION BETWEEN SECONDARY AND  
BEYOND SECONDARY VOCATIONAL EDUCATION PROGRAMS AND BETWEEN  
PUBLIC SCHOOL AND COLLEGE VOCATIONAL EDUCATION PROGRAMS  
OFFERED BEYOND THE SECONDARY LEVEL: Final Report.

A Contract Award From:

West Virginia Department of Education,  
Bureau of Vocational,  
Technical and Adult Education.

Participant Institutions:

Counties of Barbour, Harrison, Marion,  
Monongalia, Preston, and Taylor.  
Fairmont State College.

Prepared By:

Dr. James Hales  
Project Director

May 31, 1979

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## INTRODUCTION

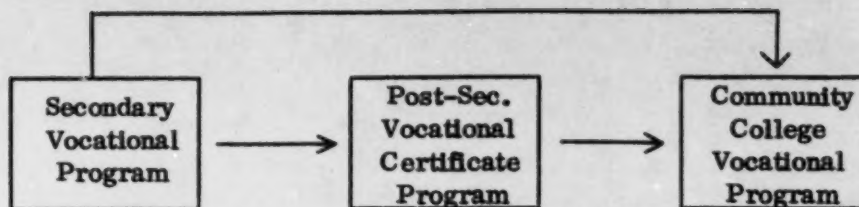
Secondary schools and colleges have historically developed as relatively self-contained, independent educational systems. Long standing practices of staffing, curriculum development, funding, facilities development, accreditation and styles of operation have reinforced this separation.

Recent trends which emphasize life-long learning and a universal access to post-secondary education have established concern for an effective continuum of learning. A review of the relationships between and among the various levels of education is imperative. West Virginia is now focusing a new and improved pattern of relationships in vocational education between its secondary vocational schools and community colleges/components.

Educational articulation is a process of interfacing different levels and/or systems of education. Its purpose is to enable the learner to make a smooth transition from one level/system to another without experiencing delays, duplication of effort, or loss of credit. It is a process for providing cost-effective, life-long educational opportunity.

The most common form of articulation and the one followed by this project is vertical articulation. Through this process, the student moves from one educational level and/or system to another in the following manner:

- A. Secondary vocational program to post-secondary vocational certificate program.
- B. Secondary vocational program to associate degree community college program.
- C. Vocational certificate program to associate degree community college program.



Articulated programs provide many benefits to students and their families including:

- A. Reduction of educational costs.
- B. Reduction of time required to achieve educational goals.
- C. Easy entry, easy exit from programs without loss of credit or time.

A great deal has been written and is readily available concerning the philosophy of educational articulation. This report will deal only with the essential articulation concepts with emphasis placed on process management.

## PROJECT OBJECTIVE

Efforts to implement comprehensive vocational student articulation policies, procedures, and agreements between public, post-secondary and higher education institutions in West Virginia have been very limited.

There is a need for institutions offering vocational programs at all levels to implement a set of common policies and practices which will allow for students to move among and between programs with minimum confusion, inconvenience, and loss of time and money. A comprehensive set of articulation policies, procedures, and agreements should address questions of counseling and orientation, program admission requirements, granting of credit for advanced standing, duplication of effort, program graduate job placement, and follow-up.

The purpose of this project was to develop a set of model policies, procedures, and agreements which will enhance student articulation among and between secondary and post-secondary vocational education programs in the region encompassing the counties of Marion, Monongalia, Preston, Harrison, Taylor, and Barbour with college vocational educational programs offered by Fairmont State College.

The model has been developed in such a way as to provide guidelines which are adaptable state wide. At the same time, the guidelines allow for the professional autonomy of the LEA (local educational agency) in working out specific details of agreement.

Most articulation agreements found to be in effect appear to be overly burdened with constraints and legal jargon. This project represents an attempt

to provide an operational model that protects the academic integrity of institutions and enables an articulation project to be effectively consummated. It presumes the utmost in professionalism and responsiveness to the needs of the students.

## PROCEDURE

The project activity was divided into four phases:

1. A nationwide search and review of existing vocational student articulation policies, procedures, and agreements.
2. Development of model articulation policies, procedures, and agreements as related to the project objective.
3. Review of the model by administration and faculty in each of the participating counties and the college.
4. Revision and preparation of a final set of model articulation policies, procedures, and agreements.

Phase one, a nationwide search and review of existing articulation programs and literature, was accomplished by the following:

1. Request for data from the Vocational Education Unit of all fifty state educational agencies.
2. Request for data from the higher education governing unit of all fifty states.
3. Request for data from the American Vocational Association.
4. Request for data from the American Association of Community and Junior Colleges.
5. Follow-up request for data from every source identified through the previous, (1-2-3-4).

Responses were received from various agencies in thirty-three states.

The nature of existing agreements and/or policies seem to fall into the following patterns:

1. Highly legal documents seemingly overdone in terms of the articulation concept.
2. Documents which were very conceptual in nature with little in the way of specific guidelines for implementation of articulated programs.
3. Single sheet agreement forms that provide little more than the provision of superficial evidence of accepting the idea.

It became evident that there was a need for:

1. A simplified process of assuring the appropriate involvement of all the professionals necessary to accomplish a successful articulated program.
2. A minimum of administrative bureaucracy and a maximum of faculty input.
3. A major focus to be placed upon the needs of the learner rather than the constraints of the system/s.

As a result it was proposed to focus on six operational aspects of the articulation procedure. These included:

1. Student counseling and orientation.
2. Program admission requirements.
3. Course substitutions between and among programs.
4. Granting of credits for advanced standing.
5. Dual program enrollment.
6. Program graduate job placement and follow-up.

The articulation program committee was also formed during this phase consisting of the appropriate personnel from Fairmont State College and the Vocational Directors from the six participating counties.

A comprehensive review of the research literature was conducted by the committee or presented by the project research staff. After carefully reviewing all of the data, the program committee revised the proposed six operational aspects. Through a process of consolidation, deletion, and addition, the following five areas were determined to be the keystones of articulation.

1. Counseling/orientation.
2. Admission requirements.
3. Granting of credit.
4. Duplication of effort.
5. Job placement and follow-up.

The research staff was instructed to develop the outline for the model around each of the five keystones.

Phase two consisted of a series of five work sessions by the program committee. Each session was devoted to the review of material prepared by the research staff for one of the keystones. Appropriate support personnel, vocational center guidance personnel, college admission and recruitment personnel, were invited to participate in the sessions. The final result of these sessions was the series of model articulation policies, procedures, and agreements called for by the project objective.

Phase three was accomplished by conducting a series of in-service review sessions with the faculty of each county vocational program. The in-service program was a workshop model as follows:

1. Each participating faculty member was provided with a complete set of the model documents.
2. A review of the entire articulation project - needs, goals, etc. - by the project director and research staff.
3. Discussion of each of the articulation areas, item by item, as warranted.
4. Each faculty member was asked to review, edit, delete and/or add to the proposed agreements. One week was provided for this activity.

Phase four was the final compiling and editing of the document. The complete program review and report including the model policies, procedures, and agreements is a part of this report.

#### PRE-CONDITIONS

In order that an articulation program be successfully accomplished, certain conditions must exist. Among these are the responsibilities of the teachers and administrators of both institutions. Successful articulation projects are based upon sound educational and management practices of participating institutions at both levels. These must include sound local practices as related to guidance and counseling, instruction, advisory committees, evaluation, adequate facilities, curriculum planning, placement, and follow-up.

Each institution, during the initial stages of articulation planning, must agree to accept the accreditation standard in affect for each and thereby accept, in principle, the quality of each level of instruction and staffing. There are specific responsibilities required of each level as pre-conditions for successful articulation programs. Responsibility at the secondary school level should include:

1. Absolute support from the superintendents level down through the organizational structure to the classroom faculty. The lowest level in the chain-of-command usually responds according to the enthusiasm and leadership provided by the next highest level, etc.
2. System-wide curriculum planning for occupational programs. Consideration should also be given to those students desiring to enter certificate or associate degree programs without the benefit of a secondary school vocational program.
3. Allowing for in-service activities that give adequate time and attention to the articulation program.
4. Opportunities for intervisitation of faculty within and between secondary vocational schools and the community college.
5. A high priority for course of study development utilizing competency based concepts. Essential competencies and learning outcomes should be carefully sequenced between levels of instruction.
6. A system of recording student proficiency in knowledge, attitudes, skills. Results should be consistent between levels and transmitted as the student transfers to the next highest level.

Responsibilities at the community college should include:

1. Absolute support from the Presidential level down through the organizational structure to the instructor level. Faculty generally respond to the enthusiasm and leadership exhibited by the administrators.
2. A high priority for course of study development utilizing competency based concepts. Essential competencies and learning outcomes should be carefully sequenced between levels of instruction and the secondary vocational program.
3. Providing the opportunity for educationally disadvantaged students to improve academic deficiencies. This type of program may include students entering an occupational program without the advantage of secondary vocational programs.

4. Provide teaching load adjustment (in lieu of in-service training time) enabling faculty to develop courses of study and conduct continued curriculum revision in line with changing technologies.

Both institutional levels have the mutual responsibility to jointly:

1. Form inter-institutional curriculum teams comprised of faculty from the specific program to be articulated. Faculty are the key to articulation success. Their objective is to develop sequential curricula. This will require both levels to negotiate and compromise on content usually considered as personal territory. It is imperative that close and positive supervisory leadership be provided for this, the most delicate phase of articulation.
2. Develop criterion referred assessment procedures for positive program evaluation within and between the levels of instruction.
3. Develop joint sponsorship of community need surveys covering the institutional and regional service area.
4. Develop joint advising committees for program planning, development, and assessment.
5. Be committed to rapid program start-up or step-down as employment needs in the institutional service area change.
6. Establish programs of faculty development within the service area whereby faculty are required to obtain continuing education. For the occupational areas this will usually take the form of business, health, or industrial work experience as opposed to traditional classroom study.

#### CONDITIONS

Programs at both levels are designed to be terminal. Articulation agreements are necessary, not necessarily to encourage all students to continue on to an advanced degree thus ignoring gainfull employment, but rather to provide the least inhibiting process for those who do seek higher education. This may occur in yearly succession or be interrupted by a period of employment. In either

instance opportunity must be provided for those individuals seeking change or higher levels of career attainment with the least amount of constraint and duplication of effort.

The specific policies, procedures, and agreements for an articulated program are detailed as follows.

## ARTICULATION AGREEMENT

### Counseling/Orientation

1. The secondary school will provide occupational orientation activities to include:
  - A. College/career days
  - B. Student visits to post-secondary career program
2. Post-secondary counselors, faculty, and students will visit secondary schools on specified days/evenings for:
  - A. Student orientation
  - B. Parent orientation
3. Post-secondary institution provides and secondary counselors and teachers may attend annual special program orientation activities during in-service days to:
  - A. Update knowledge about occupation
  - B. Update knowledge about career programs available
  - C. Financial aid/scholarships update
4. Multiple sets of appropriate career guidance materials will be made available to the post-secondary institution and placed in media centers of secondary schools, vocational centers, and counselors offices to include:
  - A. Program requirements
  - B. Financial aid available
  - C. Special programs for disadvantaged and handicapped
5. The secondary and post-secondary institutions will plan cooperatively for a summer student/parent pre-registration/orientation day on a per county basis for:
  - A. Application follow-up
  - B. Orientation and scheduling
6. The secondary counselor will administer and/or interpret to each student the results of their testing program as related to the student success factor in appropriate post-secondary programs:
  - A. ACT
  - B. Vocational Interest Inventories
    1. Ohio Occupational Interest Inventory
    2. Strong Interest Inventory
  - C. Other

### Admission Requirements

1. The post-secondary institution will clearly state and publicize specific entrance requirements.
  - A. Catalog
  - B. Program brochures/posters
  - C. Limited enrollment programs
2. The post-secondary institution and/or secondary school will provide the opportunity for students to remove any deficiency precluding their entrance to the institution or a specific program through:
  - A. Basic skills classes
  - B. GED
3. The secondary counselors and teachers will make program materials and entrance requirements readily available to students.
  - A. Occupational guidance
  - B. Application assistance
  - C. Interpretation of testing results
  - D. Advance placement examinations
  - E. Financial aid/scholarships
- \*\*\*4. Students completing the certificate program at the vocational/technical center will be classified as transfer students.

\*\*\*See explanation under Granting of Credit 1-D, page 14.

### Granting of Credit

1. Students who have successfully achieved competency in vocational programs of their choice may be granted credit without limit in other secondary or post-secondary certificate or degree programs by one or more of the following processes:

- A. The Advanced Placement Program of the College Entrance Examination Board
- B. The College Level Examination Program (CLEP)
- C. Institutional examinations for course credit
- \*\*\*D. Advanced Placement
- E. Transfer of college work earned elsewhere
- F. Credit for military service/education

2. To ensure that standardized instructional content is presented by all program instructors for courses organic to an articulated program of instruction, a jointly prepared reference document of instructional objectives will be developed. The purpose is to provide a common program reference and link the educational levels. (Appendix D)

\*\*\*Present West Virginia Board of Regents policy does not provide for this type of advanced placement. It is recommended, as part of this study, that both the West Virginia Board of Education and the Board of Regents consider this option for the granting of credit in articulated programs. It is further recommended that in order to operationalize this option, the appropriate faculty from both the vocational-technical program and community college develop required competency tasks and tests for courses or programs under consideration. The institution accepting the work may accept the achievement record as proof of competency and/or administer a challenge exam.

### Duplication of Effort

1. It is the responsibility of each institution to maintain the academic records of students enrolled in its programs. In instances where it is appropriate, students may be enrolled in programs of the County Board of Education and the community college simultaneously. They will be counted and funded by both agencies only for courses under the direction of each, according to the formula approved by the State Board of Education and West Virginia Board of Regents.
2. The County or Community College will utilize each others facilities at no cost for specialized classes wherein it is deemed appropriate. Such arrangements will take into consideration the needs and schedule of the host institution.
3. Instructional costs (staff and materials) will be supplied by the institution offering the instruction.
4. Cooperating institutions will seek to utilize joint advisory councils in articulated programs providing for improved program planning and the more efficient use of human resources.

### Job Placement and Follow-Up

Responsibilities for job placement and follow-up rests with the institution which grants the degree or certificate and should follow normal institutional policies and practices, including:

1. Establishing and maintaining the graduate's file or records and credentials.
2. Conducting program exit interview.
3. Administering a follow-up survey to the graduates and their employers.
4. Providing recommendations for program planning through analysis of the results of the follow-up surveys.

## RECOMMENDATIONS

- A. Careful consideration be given to students entering certificate and/or associate degree programs without prior vocational education. Articulated programs are usually designed in a curriculum sequence thus placing the non-vocational student in a disadvantaged situation.
- B. There is a need to dissipate or modify the sharp compartmentalization between levels of education and institutions.
- C. Both the West Virginia Board of Regents and the State Board of Education need to consider the problem of advanced placement credit as discussed under Conditions, page 14.
- D. Consideration should be given to the implementation of pilot programs.
- E. The development of a model placement and follow-up procedure for both educational levels would greatly assist program accountability.

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## **APPENDIX A**

### **ARTICULATION AGREEMENT**

The articulation agreement form provides a means for both levels/institutions to make a solid commitment to the program. The agreement identifies the key participants and provides a means of program development accountability.

Signed copies should be on file in the administrative offices of both levels/institutions.

## ARTICULATION AGREEMENT

### STATEMENT OF INTENT

The purpose of this agreement is to provide a mechanism which will enable vocational education graduates at the secondary and/or post-secondary level to efficiently interface with the programs of the community colleges.

Programs to be Articulated \_\_\_\_\_

\_\_\_\_\_  
Current Date

\_\_\_\_\_  
Effective Date of Articulation

### PARTICIPATING CONTENT AREA TEACHERS

Secondary/Post Secondary

Community College

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The institutions acknowledge a commitment to effectively accommodate the conditions of articulation as herewith attached.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Academic Administrator

\_\_\_\_\_  
Vocational Director

**APPENDIX B**  
**ARTICULATION CHECKSHEET**

There are many different administrative, academic support and faculty personnel involved in an articulation project. Each level/institution must designate one individual as program coordinator.

The coordinator will find the checksheet useful as a guide to successful program planning. It is suggested that items be checked when completed thus providing an instant visual project status report.

## ARTICULATION CHECKSHEET

### COUNSELING/ORIENTATION

- ☐ Secondary school provides occupational orientation activities.
- ☐ Post-secondary personnel visit secondary schools.
- ☐ Post-secondary institution provides in-service orientation for secondary counselors and teachers.
- ☐ Career guidance materials provided for media centers.
- ☐ Summer pre-registration/orientation program planned.
- ☐ Secondary students receive occupational testing and interpretation.

### ADMISSIONS

- ☐ Entrance requirements are provided to secondary schools.
- ☐ Financial aid information provided for secondary schools.
- ☐ Application assistance provided to secondary schools as needed.

### CREDIT

- ☐ Advanced placement program conducted.
- ☐ CLEP tests administered.
- ☐ Programs of study prepared.
- ☐ Challenge exams administered.

### NON-DUPLICATION

- ☐ Joint advisory committees established.
- ☐ Special facility/staffing arrangements established.

### JOB PLACEMENT/FOLLOW-UP

- ☐ Secondary student records forwarded to community college.
- ☐ Students registered with placement center.

## APPENDIX C

### RECOMMENDED PLANNING SCHEDULE

Successful articulation projects required a reasonable period of developmental time. Of particular importance is the curriculum planning by the faculty of both levels/institutions.

The recommended schedule provides a working time frame for developing articulation projects. The schedule allows ample time for program planning while at the same time providing a structure for accomplishment.

## PLANNING SCHEDULE

- MARCH ..... Institutional administrations agree to articulate one or more  
(First Year) programs.
- APRIL ..... Articulation committee formed - administrators, faculty,  
industrial representatives.
- APRIL ..... Orientation for support personnel - counselors, admissions  
officers, etc.
- MAY ..... Faculty initiate curriculum planning.
- SEPTEMBER .... College counselors provide vocational schools with program  
materials, financial aid information, admissions requirements,  
etc.
- OCT. - DEC. ... Career days for students - faculty/student intervisitation, etc.
- OCT. - DEC. ... Career counseling at vocational school - testing, etc.
- JANUARY ..... Counselors and admissions personnel plan for summer  
orientation program.
- FEB. - APRIL ... Student credit articulation - challenge exams, advanced  
(Second Year) placement, etc.
- APRIL ..... Advisory committee reviews curriculum plans.
- MAY ..... Vocational school exit interviews.
- JUNE - AUG. ... Pre-registration and orientation to community college.
- SEPTEMBER .... Student successfully articulated into community college program.

## APPENDIX D

### SUGGESTED INSTRUCTION FORMAT

Articulation projects require that faculty from both levels and/or institutions work together to develop a curriculum that will flow logically with a minimum of duplication.

Each course should be developed as competency based education. The suggested format or a similar agreed upon format should be adopted as a means of enhancing the articulation process and standardizing curriculum efforts.

## INSTRUCTION FORMAT

PROGRAM:

COURSE:

COURSE DESCRIPTION:

COMPETENCY STATEMENT:

INSTRUCTIONAL OBJECTIVE: (Cognitive, Affective, Performance)

Action:

Conditions:

Standards:

LEARNING ACTIVITIES:

EVALUATION:

INSTRUCTIONAL RESOURCES (Equipment, Materials, A-V Aids, Books, etc.)